

S A F E T Y

E

Two Sections - Section One



The NATIONAL SAFETY COUNCIL, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

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SAFETY

Volume

XXXI

No. 8

Section

One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Over my shoulder

Two statistical studies reported in this issue of SAFETY EDUCATION give evidence of the primacy of safety education. The National Office of Vital Statistics report for some important causes of death at school age in the United States for 1949, with a comparison with 1948, shows that accidents take more than four times as many lives of school age children as does the second most important cause.

The Kansas State Board of Health, reporting a ten-year study declares flatly: Safety education has become by far our greatest health need. The motor vehicle, according to the Kansas study, is about three times as lethal as the second most important cause of accidental deaths.

What schools and motorists can do to lessen this toll is stated very clearly in the twinned articles by Richard O. Bennett and James W. Mann.

An example of how a unit in civil defense can lead to pupil learnings broadly scattered through the whole educational field is recounted by Anthony V. Ingrelli and Thomas Zuhlke, teacher and student-teacher of the seventh grade in the laboratory school at Wisconsin State College.

The cover, illustrating the idea that growing things need careful attention, was posed by Miss Mary Ingrelli, eight-year-old daughter of the co-author of the article on Civil Defense. Last month's cover was not completely credited. The art was lent to SAFETY EDUCATION by The Literary Guild of America, Inc. Some persons noticed, too, that there were 13 reviewers who contributed, not 12.

ABOUT HALF A HUNDRED school administrators took time out from attending the regional conference of the AASA in St. Louis to discuss together the problems of school safety.

Meeting under the chairmanship of Hubert Wheeler, commissioner of education for the state of Missouri, the administrators divided themselves into four sub-groups. Some idea of the amount of interest in the various phases of safety education might be gathered from the size of each of the sub-groups.

There were about twenty administrators who chose to attend the sub-group meeting on school Safety Education for April, 1952

transportation. The problems of liability insurance and driver education were also considered by this group. Their consensus was that any definitive information on school liability insurance would have to be a matter for the consideration of the various state departments of education.

The second largest group attended a discussion of safety activities at the elementary school level and of civil defense. Their consensus was that civil defense could best be taught, not so much as a disaster minimizer, but as an integral part of an over-all safety program, emphasizing the coordination of human relationships. Many instances of safe fire practices and patrol practices were cited.

Other and smaller groups considered safe school plants and the philosophy of safety education.

At the Saturday night dinner the National Commission on Safety Education presented Henry H. Hill, president of George Peabody College for Teachers, who spoke on An Invitation to Live.

New authors and a new plan of preparation for the 1952-53 lesson units are announced. Vivian Weedon and Marian Telford tell the details.

He was the best student who had ever been in my chemistry class. I had struggled many hours trying to decipher the hieroglyphics which he had substituted for writing on his quiz papers but I just couldn't afford to spend the time it would take trying to read his laboratory notebook at the semester's end. So I wrote on the first page: "Sherman, it certainly would help me if you would learn to write."

Several days passed. Then one afternoon, as I was locking up the laboratory, Sherman came to me with his notebook.

"Mr. Taylor," he asked, "what is this that you have written in my notebook?"

(That is my name, just below.)

Charles W. Taylor

the state of kansas finds

Safety Education 1st Health Need

SAFETY EDUCATION, SAYS the Kansas State Board of Health, has become by far our greatest health need. The board reaches this conclusion in the foreword of the Kansas Student Accident Report for the school year 1950-51.

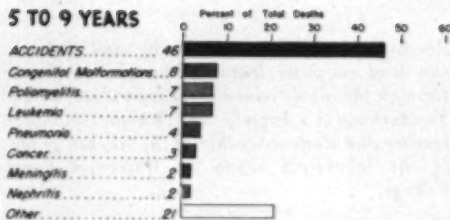
There were 1,350 deaths due to accidents in Kansas in 1950. Of these, 184 befell persons in the age group 5-19. This 184 is more than half of the total number of deaths—342—from all causes in the group. Only 23 deaths in this age group were attributed to all the communicable diseases combined.

For the purposes of the report an accident is defined as an injury requiring medical attention or resulting in one-half day or longer of absence from school. The figures presented, says the board, should be interpreted with the following limitations:

They are incomplete. Cooperating schools do not report the different categories of accidents equally well. The more serious accidents have a greater chance of being reported. Home or public accidents are less frequently reported than are accidents at school. Some schools reported "no accidents" for the entire school year. It is an apparent biometrical impossibility for a school with an enrollment of 1,000 or more pupils to go through a school year without a pupil accident.

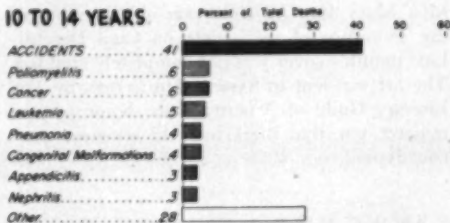
A limitation, not indicated by the Kansas State Board of Health, comes from collating the accidents befalling the 15-19 year age group with those occurring in the 5-14 year age group.

5 TO 9 YEARS



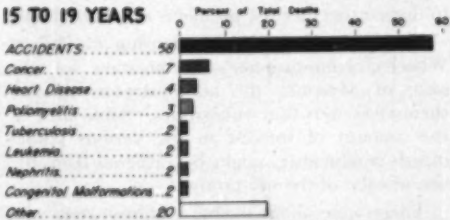
Accidents took 2 of 5 in this group in 1950.

10 TO 14 YEARS



Accidents took 2 of 5 in this group in 1950.

15 TO 19 YEARS

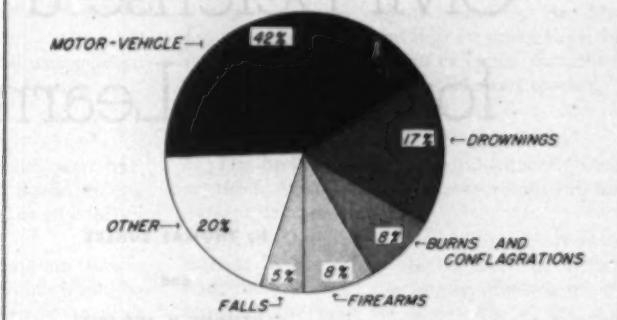


Almost 3 of 5 of this group died by accident.

Safety Education for April, 1952

LEADING CAUSES OF ACCIDENTAL DEATHS FOR CHILDREN OF SCHOOL AGE (5-19 YEARS) KANSAS, 1941-1950

Motor-vehicle accidents, drownings, burns and conflagrations, firearms, and falls were the principal causes, in the order stated, of accidental deaths to school-age children in Kansas during the past ten years, according to the statistics of the Kansas State Board of Health.



A large fraction of the 15-19 year age group are out of school, and hence perhaps incurring greater exposure. This could affect the proportion of fatal and non-fatal accidents since the fatal accidents are reported by a different agency than the schools.

The statisticians at the National Safety Council are unable to say whether or not Kansas' experience is typical for the nation. The Kansas figures differ somewhat from the report made by the Chicago Chapter of the American Red Cross and the National Safety Council covering 300 accidents occurring to pupils in the elementary schools in the Catholic Archdiocese of Chicago. (See: *Particulars of 300 Pupil Accidents*, December, 1951, SAFETY EDUCATION.)

In discussing the "causes" of the 184 fatal accidents, the report declares:

"The real causes underlying fatal accidents are almost always obscure. Being largely psychological they are hidden in the behavior patterns of those killed or other persons responsible for the accident. Lacking information on exactly why these accidents occurred, the following statistics are presented to show how, or the circumstances associated with the accidents as recorded for the school age groups during 1950."

<i>The 5-9 Year Old</i>	<i>45 Accidental Deaths</i>
Public	20
Motor-vehicle	13
Home	12

<i>The 10-14 Year Old</i>	<i>32 Accidental Deaths</i>
Motor-vehicle	13
Home	9
Public	8
Occupational	2

<i>The 15-19 Year Old</i>	<i>107 Accidental Deaths</i>
Motor-vehicle	77
Public	16
Home	8
Occupational	6

Student accidents reported to the Kansas State Board of Health during the 1950-51 school year totaled 1,967. The following chart, showing the place of occurrence, is not an accurate indication of the relative hazards since accidents occurring at school are reported far more diligently than those occurring at home. Nevertheless, they are the best approximations available.

Where do the school accidents occur? The following table gives the distribution of school accidents by percentage. The limitations of the reporting must again be taken into consideration. Although, for instance, more accidents occur in the gymnasium than in any other part of the school building this does not necessarily indicate that the gymnasium is the most hazardous location per pupil hour since there are no figures available for the amount of pupil-exposure in the gymnasium.

Of the total 197 gymnasium accidents, 83 were attributed to basketball. In the apparatus

Civil Defense a Core for Many Learnings

by THOMAS ZUHLKE

and

ANTHONY V. INGRELLI

"WHAT CAN WE, THE SEVENTH grade pupils in the Laboratory school at Wisconsin State college, do to aid the civilian defense program?"

This problem was proposed when the Milwaukee Civil Defense committee asked the Wisconsin State college to set up its own civilian defense organization. Since the laboratory school is part and parcel of the college's physical plant, the college defense committee would, of necessity, embrace the laboratory school.

The college committee delegated the responsibility for the whole laboratory school to the seventh grade.

This is the story of how the seventh grade reacted to the problem. It was, quite obviously, a problem which called for definite solutions, for evaluative choices, and for group participation. The safety education acquired by the pupils, though it was the central motivation of the problem, was accompanied by learnings in all the problems which are unique to control by consent.

Following the presentation of the problem there arose a need for a great deal of pupil-teacher discussion to formulate the questions, to organize committees, to delegate responsibilities, to locate resource materials and personnel, and to devise plans of procedure.

As a rule children were assigned to the committee of their choice. Where conflicts in choices existed they were resolved by discussion or, if that failed, by lottery. In some instances ma-

jority opinion crystallized as a result of a pupil or pupils saying, "Ralph should be in charge of that because he is much more dependable and can do a better job. It's good for Charles to have the experience but you must think of all the children." The discussed pupils, of course, were out of the room at the time.

The first question which evolved from group discussion was the disposition of the pupil-body of the school in case of an emergency. The pupils wanted to know where they and the rest of the pupils in the school should go in case of an air raid. After discussion the class realized the need for a complete survey of the building so they could determine which would be the safest and which the most hazardous place in case of an emergency.

This survey called for insight, for sharing, for evaluating, and for diplomacy. It called for conferences with J. Martin Klotzsche, president of the college, for conferences with Eleanor T. McLaughlin, principal of the laboratory school, and for consultations with Manfred Olson, chairman of the college civilian defense committee.

The findings of the pupils' survey committees proved to be quite enlightening. Existing facilities, which had heretofore been considered adequate, were found by these pupils to be more than inadequate. Many potentially dangerous

THOMAS ZUHLKE is a student teacher at Wisconsin State College. ANTHONY V. INGRELLI is a member of the Wisconsin State College staff and teacher of the laboratory school seventh grade.

spots were ferreted out by the committees. Most of these places, identified by the children as areas of possible danger, had apparently been unnoticed by the adults and faculty associated with the school and with the defense program. Some of the things that these pupil-investigators found were:

- Doors that opened into crowded passageways.
- A broken handrail on a stair.
- Passageway traffic problems.
- Inadequate lighting.

These conditions, the pupils found, were hazardous with only normal pupil traffic, to say nothing of what they would be in case of an air raid.

From the findings of the building survey groups the children determined which would be the places of maximum safety to be used as shelters in case of an air raid. They picked locker rooms and a basement cafeteria both of which were reasonably well protected and which had a minimum of outside exposure.

Civilian defense materials and the film, *Pattern for Survival*, were used by the pupils to help them in making their choices.

Period of Evaluation

(The pupil-representatives' choice of shelter areas was approved by the Office of Civil Defense representatives who visited the buildings. Additional safeguards were created.)

After the committees had finished their assigned surveys or investigations they returned to the classroom and presented their findings to their classmates. These reports naturally involved a period of evaluation and discussion to determine what should be the next step.

It was decided by the group that the class should construct detailed drawings of the safer and more dangerous spots. Diagrams of the school were made and all areas reported by the committees as either hazardous or safe were

noted on these. Each child was given a copy for his notebook. Traffic charts were given to each teacher in the laboratory school and a letter was sent to the school principal concerning the safety hazards.

The letter was acknowledged by Dr. McLaughlin. She submitted it to President Klotzsch for action. A chart of the cafeteria, the school shelter, was given to each classroom teacher.

Need for More Information

(The broken handrail has subsequently been repaired. More lights have been installed in the darker passageways.—Ed.)

Out of the recognition of the hazardous areas existent in the school should there be an air raid, there grew in the pupils' minds a recognition of the need for knowledge of first aid techniques. Their initial job was to learn how to identify the various injuries such as sprains, fractures, and other wounds and how to identify shock and how to treat the injured person. Burns were discussed also.

The pupils were constantly reminded that "first aid is the immediate, temporary care given in case of accident or sudden illness before the services of a physician can be secured." (*American First Aid Textbook*, 1945, pp. 1, 2.)

Called Resource Persons

During their exploration of shock, the pupils heard Dr. Owen Rowland, college physician, talk on blood pressure and related items. His demonstration of the nature of blood pressure and the use of the manometer was interesting enough that weeks later pupils were still using such terms as systaltic and diastolic.

Mr. Armin Kraeft, college instructor in physiology and hygiene, demonstrated with three-dimensional models and charts man's skeletal structure.

Mr. Ernest Bellis, head of the chemistry de-

The laboratory school occupies the far end of this administration building at Wisconsin State College, Milwaukee.



partment, spent considerable time with one pupil who was trying to answer class questions about tincture of iodine. Subsequently she reported back to class and demonstrated how the tincture is prepared. Class questions included "What is iodine?" "Where does it come from?" "What does it look like?" "What are its uses?"

Her experiments and observations caused other pupils to comment: "So, that's why iodine is kept out of reach in our medicine cabinets!"

After the symptoms of many injuries and shock had been learned, the pupils learned the treatment of some of the minor injuries—which included not only what they might do but also what they were NOT to do.

As a result of the building survey and knowledge gained through first aid work, the pupils recognized the need for adequate first aid supplies for the school. They especially wanted supplies to be available in the areas which they had designated as air raid shelters. An extensive list of supplies for five first aid stations was compiled as a result of reading, study, class discussion and consultation with the school nurse.

The approved list was given to the school authorities with a request that the supplies be purchased.

Problem of Impatience

After some time had elapsed it became evident to the pupils that the supplies would not be forthcoming unless they took further action. With typical pre-adolescent impatience they demanded the right to an audience to present their needs to the college president. The request for the supplies had grown out of considerable study—the need for air raid precautions either was real or the pupils had wasted many hours of effort.

Two class periods were spent talking over the problem and deciding what would be the proper course of action. The group finally agreed that the proper approach would be to go through the appropriate channel—an appointment with the laboratory school principal—to present their appeal. This, they decided, would be diplomatic.

A committee was chosen by the class by balloting and was authorized to proceed only according to class instructions.

The committee met with Dr. McLaughlin and subsequently with President Klotsche and with the chairman of the college civil defense committee.

Not all of their requests have been granted to date but none have been refused and those

which have not yet been acceded to are pending.

After the pupils had spent considerable time working out traffic problems, designating maximum safety areas and learning first aid techniques they felt that it was time that they be given definite assignments to carry out in the event of an air raid.

They decided that the best way to have a minimum of confusion in case of a raid or a drill would be to assign three or four pupils to each of the lower grades. The pupils, of course, made the assignments with some consideration being given to individual's preferences.

Define Group Responsibilities

The groups' responsibilities in case of an emergency are:

- To assist room teachers;

- To help keep the children constructively occupied;

- To assume the responsibility or leadership of a small group of the younger pupils; and,

- To assist, when needed, with first aid. (Serious cases are to be attended to by the school doctor and school nurse.)

The pupil groups met with the other elementary teachers to whose rooms they had been assigned and planned their work and schedules.

On regularly assigned days they go to the other rooms to help the teachers and to work and play with the children. Seventh grade pupils spend from one to two hours a week in the other grade rooms. They take games for the younger children to play and books which they can read to them. Almost all of the seventh graders have acquired a protective attitude toward the younger children and have practically adopted them.

Other Teachers Approve

The seventh graders look forward to those hours when they meet with the other teachers and pupils. Teacher reports indicate that the plan appears to be serving its purpose quite satisfactorily.

It is now more than a semester since the seventh grade pupils began their attempts to find satisfactory answers to the question "What can we do to aid in the civilian defense program." Using the problem-solving technique seems to have worked out quite favorably in this situation. The children have acquired many skills as well as constructive concepts.

They have devised a plan of defense.

to page 40



Let's make a MOVIE

by ELEANOR C. WOOD

"LET'S MAKE A MOVIE!"

It was a startling idea, but the more we thought about it the better we liked it. What boy or girl would not be thrilled at the possibility of producing a real movie?

We believed that we had a good safety council at our school, but we wanted to make it better. We wanted all the teachers and the entire student body to see us in action and help us strengthen our weak points.

There were many problems to solve, however, before we could put our plans into action. We needed a moving picture camera, money to buy the film, instruction in taking the picture, and a script. A committee we appointed to work out each of these problems.

A neighboring high school lent us the moving picture camera and gave us some instruction for operating it. Profits from the sale of candy, school paper and pencils soon amounted to enough to buy the film.

The committee that worked out the script had the hardest job. All the pictures had to be taken out of doors as we did not have the lighting facilities for indoor shots. This made it necessary for us to skip some of the most important activities of our safety council.

First the committee listed the outstanding phases of our work. About eighty per cent of our children ride to and from school on the school buses. Teaching the children safe practices in loading and unloading the buses on the school grounds, behavior on the bus, and waiting for the bus at the various loading stations along the route is one of the most important safety duties.

Teaching the proper use of playground apparatus, keeping the school grounds safe for games for the younger children, and restricting other areas for baseball and other games for the older boys and girls, and the duties of the school boy patrol were some of the activities listed.

When the list was complete the committee worked out the number of feet of film that would be necessary for each activity and then staged a rehearsal.

Luck was with us. The chosen day was bright and sunny. The camera stuck only once and ruined only a few feet of film.

We could hardly wait for the film to be developed and when it was finished we had a special assembly.

Some of the pictures were really good, some were too light, some too dark. There were many mistakes. But our movie, *A Day with the Safety Council*, made us all very conscious of good safety practices. We show our movie often and we hope to make another some day soon.

What did the teachers think of our movie? Here are a few of their comments:

"An impressive way to teach safety rules."

"Having children edit the film might be helpful."

"An entertaining way to approach a serious problem."

"One film each year would be well worth while."

MRS. ELEANOR C. WOOD is a member of the faculty and sponsor of the safety council at the Alfred I. DuPont school district, Wilmington, Delaware.

A Way to Teach Safety to the Mentally Retarded

by JEROME H. GILBERT

THE MAJORITY OF MENTALLY retarded boys and girls attending Keith school will someday be employed at unskilled jobs of which a great number will present many hazards not only to the workers themselves but also to their co-workers unless these mentally retarded people are taught the fundamentals of safety.

For the most part our mentally retarded boys and girls are not capable of reading with understanding the printed safety instructions used by many companies. It is often very difficult for them to understand oral instructions, particularly the first time they are heard. There are also, unfortunately, employers who are ignorant of, or disinterested in, safety precautions.



Read Signs

The school must, then, accept the responsibility of providing safety education designed especially for the poor reader and the worker who is slow in understanding. Such a program has been organized as a part of the occupational education for mentally retarded boys, 15 and 16 years old, at the Keith school in Chicago.

Several factors were considered when the units were devised. The teacher had to create interest in safety instruction. Written material had to be very clear and concise. The vocabulary was limited. Few, or no, abstract concepts could be introduced. Nothing was to be implied.

The units were also limited to such jobs as

the mentally retarded pupil might be expected to occupy eventually.

With these limitations in mind the industrial safety units were centered around the following items:

General shop safety rules.

Safety with hand tools.

Safety around machinery.

Safety in piling things, lifting things and lowering things.

Safety in going up and down stairs.

Cleanliness and safety.

Proper care of clothing for the job.

Resources included the teacher's own industrial experience, and safety literature from various industries, from the government, and from the National Safety Council.

The units were presented to the boys in various ways. The whole program was taught in a wood-working shop. The units on safety with hand tools, safety in piling things, cleanliness and safety were introduced by a class discussion on the safety precautions the boys found necessary in using their tools and in the storing of supplies and equipment.

Interest in the unit, safety around machinery, was created by discussing the safety measures the boys had learned when working at their drill presses, scroll saws, and electric sanders.

After introducing each unit, the pertinent safety rules were written on the blackboard. The boys read the rules and discussed the import of each. Then the boys copied the rules on the



Do not run.

blackboard in a notebook which is planned to serve as a permanent source of industrial safety information when they get a job.



Don't reach too far.

Line drawings illustrating this article were prepared by Mrs. Helen Nelson, another Keith teacher, for use in a projected mimeographed booklet on safety.

Three devices were used to prolong retention. (1) reread-

ing and discussion, (2) composing sentences using a list of key words selected from each unit, and (3) a sentence completion test and discussion of the test responses to correct faulty learning.

The following list of words from the unit, safety around machinery is typical. A sentence was to be constructed using each word.

neckties	rag	running
belts	foreman	fixing
chips	tools	
stop	guards	
clean	watch	

Pushing

The test, devised for safety with hand tools, is typical of those used with the other six units.



Use your whole body weight.

Hand Tools Test

(The pupil is supposed to locate the words, printed here in parentheses in the sentences, among those listed at the bottom of the test and to insert the correct word in its place.)

1. Carry a one-edged ax with the blade turned (away) from you.
2. Carry a two-edged ax (in front) of you.
3. Never (pry) things open with a file.
4. Wear (goggles) if chips may fly around.



Keep things in order.

5. Keep your (eyes) where the chisel is to cut.

6. Don't use (broken) or (dull) tools.

7. Carry a one-edged ax on your (shoulder).

8. Don't use a

hammer with a (cracked) handle.

9. Be sure the hammer is not (greasy).

10. Be sure the (end) of the crowbar is under the thing you are trying to move.

11. Hit the (chisel) lightly once or twice before hitting it hard.

12. Never use a chisel with a (mushroom) head.

13. Use the (right) tool for the job.

14. Never (hammer) with or on a file.

15. Always (cut) away from you with any tool.

right	broken	front
shoulder	cut	dull
eyes	mushroom	lightly
goggles	away	toward
end	pry	hammer
greasy	cracked	back

We intend, also, to visit local factories where we can see the safety rules being put into effect.

Two criteria may be used to evaluate the degree of success attained. One is intangible—the pupils' interest in the material. The other criterion is the record of the tests.

The tests showed that most of the boys had been attentive and had retained much of what they had seen and been told. There were very few failures and many perfect scores—an unusual result among mentally retarded children.

Certainly the boys need training in safe working practices. Most of

Machines

them will have a job by the time they are 17 or 18 years old. Industrial safety education must be an important factor in a program designed to train mentally retarded children to become self-reliant citizens who are capable of becoming efficient, productive workers—promoting their welfare and safeguarding their health.



Keep guards in place.

JEROME H. GILBERT is a teacher at Keith school, 3400 South Dearborn, Chicago, Illinois.

With Bikes, Drivers Take Too Much for Granted

by RICHARD O. BENNETT

SHOULD NOT A DRIVER SHOW as much consideration for a child on a bicycle as he would for a farm animal on the loose or a skunk on the prowl?

The answer is obvious. Of course he should. Then why doesn't he? For some unexplained reason Mr. John Q. Motorist resents bicycles and their riders.

When he sees a cow or a horse grazing near the roadway ahead the average motorist will slow down to a snail's pace or stop and blast his horn. If it's a skunk, besides doing the aforementioned, he will burn a thousand miles worth of rubber off his tires to keep from hitting it. But the same driver, when he sees a child riding a bicycle in the street ahead, will do nothing except possibly give his horn a mild

beep and mutter: "Darn bicycles. There ought to be a law to keep 'em off the street."

Of course there is a difference. A cow or a horse can play havoc with the front end of an automobile, not to mention what a skunk can do. Also, farm animals and skunks are dumb beasts without the ability to reason while a bicyclist, old enough to keep his balance and to steer, is presumed to have judgment and is expected to act properly under all circumstances in the interest of self-preservation.

The sad part about it is—he doesn't.

Without intending any disrespect to a bicycle-riding child, it can be stated flatly that a farm animal or a skunk on or near a roadway is no more unpredictable than is a child cyclist. The big difference lies in the fact that if a bike

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On a map of the vicinity of Hubbard Woods school, Winnetka, particularly hazardous spots are indicated. The conduct necessary to minimize the hazard is stated on an attached placard.

'Laying Down the Law' May Defeat Safety

by JAMES W. MANN

BICYCLE SAFETY IN WINNETKA has come about through a slow, steady growth over a period of years. The original initiative came from the schools where committees were formed to care for the problem of parking the bicycles of those pupils who rode to school. These committees soon became concerned with safety matters—through interest in safe riding practices and interest in the proper use of and care for adequate equipment.

It was discovered that there were no village rules concerning bicycles except insofar as a bicycle was a *vehicle* and came under state vehicle laws. At this point, pupils in the junior high school, through their bicycle committee, drafted a simple bicycle ordinance which they presented to the village council. This was accepted and made a part of the village ordinances. Booklets containing the rules were

printed in the school print shop and were distributed to the children and their parents (who seemed to know less about the rules than their children knew).

Because the ordinance required bicycles to be adequately equipped, safety inspections were instituted. At this point the parents were asked for help. The PTA safety committee chairman was made an *ex officio* member of the inspection committees. Policemen were also invited to be present at the inspection to lend prestige, to advise, and to answer the children's questions.

Standard practice at present is to have a spring and fall check-up of bicycles. At this time all bicycles ridden to school are checked for headlights, bell or horn, reflector of the required size—1¼ inches diameter—and brakes. Younger children may bring notes from their

A parent of a pupil at Hubbard Woods school, Winnetka, takes an active part in preparing displays intended to help the children practice safe habits when riding their bicycles.



parents stating that the children are not allowed out after dusk in which event the headlight inspection is omitted.

The parents help in the registration by filling out a card which has the bicycle serial number, the license number, marks of identification, and record of the inspection. Some of the schools issue a sticker to indicate that the bicycle has been passed in the inspection. For a small fee the children may have reflector tape installed on the sides of the frame and on the handle bars as an added protection. Booklets, telling how to care for a bicycle and outlining safe riding practices, are distributed.

Sell Bicycle Tags Now

A year ago the village authorized the sale of bicycle license tags to serve as an identification. The police department now issues most of these to the children in conjunction with the safety inspection at school.

The seasonal bicycle inspection is an important and dramatic part of the program of bicycle safety but it is not all of the program. A continuous discussion and enforcement of such rules as keeping to the right-hand curb, riding single file, no stunting or riding of additional passengers, and no riding after dark without lights is carried on by both the bicycle and the safety committees in the school and by the patrolmen throughout the village.

Bicycles may be impounded by the police for infractions of riding rules or for lack of adequate equipment. The usual procedure, though, is to send a note to the parents asking for their help and cooperation. The junior high school committee deals directly with the parents asking for their help in enforcing the school program of safety.

Children Accept Responsibility

Children feel that it is a part of their daily responsibility to discuss and solve problems of bicycle safety. Parent-chairmen often sit in on these discussions and help interpret the program to the other parents who must be continually apprised of the school program and of the village regulations. School bulletins give ample notice of coming inspections and state the requirements for meeting the inspectors' approval. In addition the bulletins carry seasonal and timely warnings of dangerous practices and situations. For example, when fall after-school sports begin it is pointed out that the children will be riding home at dusk—"the most dangerous period of the day for visibility of a bicycle

rider not protected by proper lights, reflectors, and light-colored clothing."

A member of the police force has recently been designated a specialist in bicycle and general school safety. Through his work with the children and their parents in bicycle inspections he has been able to initiate a council of all public, private, and parochial schools which, it is hoped, will unify general child safety practices throughout the village. The PTA safety chairman is most enthusiastic about the possibilities of the new council.

Emerging from this period of experience in bicycle safety are some very practical concepts and practices:

1. There should be some standardization of safety practices at different age levels. For example, it is pretty generally agreed that school administrators should not allow children under the third grade to park bicycles at schools as this would seem to condone the general use of bicycles by children of that age group.
2. Such things as reflector tape and light-colored clothing may be suggested as added protection.
3. A good substitute for the light which has a short period of brightness or which may be pilfered from a bicycle parked in a public place is a combination of a bracket and a flashlight. The flashlight may be removed by the owner when the bicycle is parked and maintenance of a bright light is not difficult.
4. A pledge card, an attractive booklet, or a new sticker is a good incentive for getting bicycles in order for inspection.
5. Parents may be educated by their children on the need for safe equipment and on village regulations.
6. Children do gain a feeling of responsibility for their own safety through committee responsibilities.
7. Assembly skits and exhibits may be used to dramatize safe practices. There are numerous film strips which teach safe practices. The appearance of a police officer in uniform, who comes to the school to explain safety rules and to answer questions, is dramatic.
8. Slogans and posters made by the children, using accident statistics from their own school situations, are excellent devices to educate older children.

As a final suggestion, the story of safety education in Winnetka would indicate strongly that no education is of permanent worth which does not induce a positive acceptance of the desired learnings by those concerned. Therefore too much reliance on "laying down the law," enforcement, and punishment for infractions may defeat the final purpose of good education—namely, the achievement of responsible, self-initiated, self-evaluated conduct.

JAMES W. MANN is principal of the Hubbard Woods school, Winnetka, Illinois, and is a frequent contributor to SAFETY EDUCATION.

SOME IMPORTANT CAUSES OF DEATH IN THE U. S. AT SCHOOL AGE, 1948 AND 1949

Cause of Death	5-9 Years				10-14 Years				15-19 Years				5-19 Years			
	1949		1948		1949		1948		1949		1948		1949		1948	
	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths
Accidents	3,004	34	37	2,535	36	38	5,013	42	42	10,552	38	39				
Tuberculosis (all forms) ..	248	3	2	223	3	4	1,064	9	9	1,535	5	6				
Diphtheria	130	2	2	21	*	*	7	*	*	158	1	1				
Whooping cough	10	*	*	2	*	*	0	*	*	12	*	*				
Acute poliomyelitis	526	6	4	415	6	4	309	3	2	1,250	4	3				
Cancer, other malignant tumors—including leukemia and aplenkemia..	873	10	9	621	9	8	831	7	6	2,325	8	7				
Meningitis, except meningococcal and tuberculous	109	1	1	61	1	1	36	*	*	206	1	1				
Vascular lesions affecting central nervous system..	57	1	1	61	1	1	98	1	1	216	1	1				
Diseases of the heart.....	206	2	4	348	5	7	619	5	6	1,175	4	6				
Pneumonia	433	5	6	235	4	4	275	2	3	943	3	4				
Influenza	65	1	1	33	*	1	36	1	*	154	1	1				
Appendicitis	168	2	2	191	3	3	160	1	2	519	2	2				
Gastritis, duodenitis, enteritis and colitis.....	88	1	1	42	1	*	54	*	*	184	1	*				
Nephritis	242	3	2	226	3	3	323	3	3	791	3	3				
Congenital malformations	358	4	4	214	3	3	220	2	2	792	3	3				
All other causes.....	2,219	25	24	1,751	25	23	2,923	24	24	6,893	25	23				
All Deaths	8,738	100%	100%	6,979	100%	100%	11,988	100%	100%	27,705	100%	100%				

Source: National Office of Vital Statistics.

*Less than one-half of one per cent.



Oct. 1952, S9603 A
Burns



Sept. 1952, S9601 A
Pedestrian

1952- 1953

by VIVIAN WEEDON

YOUR ELEMENTARY SAFETY Lesson Units beginning with the 1952-53 series are being written more definitely than ever to meet the needs of boys and girls. The lesson units are to be devised and tried out under the guidance of Leslie R. Silvernale, professor at Michigan State College, East Lansing. Cooperating in preparing the units will be the continuing education department of Michigan State College and several elementary practice schools.

Mr. Silvernale is eminently fitted for this work. As one of the co-authors of the *Road to Safety Series*, published by the American Book Co., he followed a similar procedure during the time he was supervisor of safety education at Cleveland, Ohio. During the war he served as a field representative for the school and college division of the National Safety Council.

The lesson units will be built around the experiences of the children for whom they are



Nov. 1952, S9605 A
Home

Toys
Dec. 1952, S9607 A



School
Jan. 1953, S9609 A



Home
Feb. 1953, S9611 A



Elementary Lesson Units

intended. The units will then be thoroughly tried out in schools of various types. Tentative illustrations will be given a "trial run" before they are printed. Beginning with the 1953-54 series, the posters will also come under this type of experimental development. The final poster, Part II of SAFETY EDUCATION, will be drawn and printed after the units and sketches have been tried and tested.

The National Safety Council has long been committed to the principle that instruction should fit immediate pupil needs. So the units have been keyed, insofar as possible, to seasonal hazards. Many schools use the current series as they are released and then file them under such categories as pedestrian—bicycle—fire—home and so on.

Some teachers copy on the chalkboard the unit as it appears in SAFETY EDUCATION for class discussion.

Others use the unit as a springboard from which the teacher, working with the parents, develops a unit particularly adapted to their immediate situation.

Still others use the unit as a resource weaving it into various phases of teaching wherever they find it most profitable.

Teachers have asked permission to mimeograph the unit for distribution to their pupils.

When requested, such permission has been granted but, in every case, it has been found that it is more expensive to do the mimeographing locally than to buy the unit leaflets directly from the council or to secure them from a local council or chapter.

When lesson units are used as pupil worksheets it is essential to have a group introduction and group summarization. Otherwise pupils may retain false impressions.

Some teachers introduce the units to the group and then distribute them. The children keep them at their desks, working on them from time to time. When they have finished they hand them in. The teacher makes necessary corrections. When all the pupils have finished, the teachers take time to redistribute them and to discuss them. Some pupils take them home for further discussion with their families.

Other teachers have a specific time at which all children work on the units. Others use them in connection with allied areas of learning such as the puzzle safety test in learning numbers, the completion test in writing, the dramatization in language or art.

VIVIAN WEEDON is staff representative for the elementary school section of the National Safety Council.

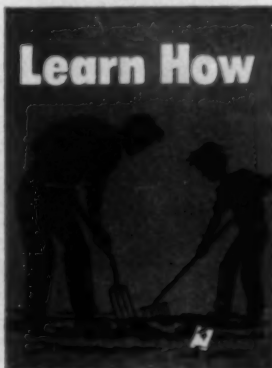
Weather
Mar. 1953, S9613 A



Playgrounds
Apr. 1953, S9615 A



Vacation
May 1953, S9617 A





Oct. 1952, S9604 A
Fire



Sept. 1952, S9602 A
Traffic

1952- 1953

by MARIAN TELFORD

THE POSTER (PART II OF SAFETY EDUCATION) and the Secondary Safety Lesson Units for the 1952-53 school year were designed to meet the following requirements:

1. Each unit should suggest a fresh approach to a particular accident classification or safety problem.
2. Each accident classification or safety problem presented in a lesson unit should be of established significance to the youth of the secondary school age.
3. Generally speaking, the ranking causes of accidental deaths at the junior high school level are motor vehicle, drowning, firearms and burns; at the senior high school level they are motor vehicle, drowning, firearms and falls.
4. Each unit, and its accompanying poster, should treat its subject in at least two quite different ways. It should present a sufficient amount of specific information to stimulate



Nov. 1952, S9606 A
Firearms

Winter Sports
Dec. 1952, S9608 A

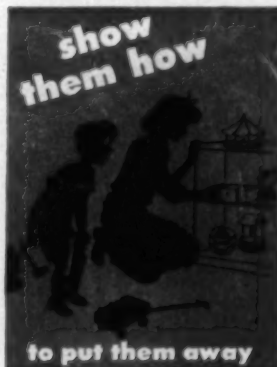


Be Merry
Play safely this Christmas

Cooperation for Safety
Jan. 1953, S9610 A



Baby Sitting
Feb. 1953, S9612 A



Secondary Lesson Units

teachers to develop activities of immediate interest and value to their students. At the same time its treatment should be sufficiently broad to permit the use of both the unit and the poster in all parts of the United States; in both urban and rural schools; and by a teacher experienced in safety education as well as by a novice.

5. The subjects selected and the materials used in their development will be applicable to grades seven to nine for the junior high school series and to grades ten to twelve for the senior series.

6. The selected subjects should treat problems or areas on which sufficient materials are not now available.

The topics, illustrated in the miniature posters for the 1952-53 school year, show the results of the application of these general principles to the selection of poster subjects. They will be further illustrated by the content of the lesson units developed to implement each poster.

In the preliminary stages of the preparation of this series valuable help was provided by Dr. C. Benton Manley, director of secondary education for the public schools of Springfield, Mo., and by Dr. Harold K. Jack, supervisor of health, physical education, recreation and safety for the Virginia State Board of Health.

MARIAN TELFORD is staff representative for the secondary school committee of the school and college division of the National Safety Council.

The 1952-53 secondary lesson units will be written by Kimball Wiles and Vincent McGuire. Dr. Wiles is chairman of the division of secondary education, college of education, at the University of Florida, Gainesville. In 1945 he was acting director of the School and College division of the National Safety Council. He has written many magazine articles and a text, *Supervision for Better Schools*.

Dr. McGuire has been assistant professor of education at Gainesville for the past four years. He is a teacher at the P. K. Younge Laboratory school.

The lesson units will be given extensive testing before they are printed in SAFETY EDUCATION. It will be the intention of the two authors to tailor the secondary lesson units so that they will fit in, as closely as is possible, with the interests and problems of the secondary school pupil.

The May, 1952, safety lesson units will be the final ones of the series written by Helen Halter Long and Forrest E. Long. Mrs. Long has written the lesson units since 1944, Dr. Long has been co-author since 1948. Under their joint authorship the number of schools using the lesson units has increased to the present high point.

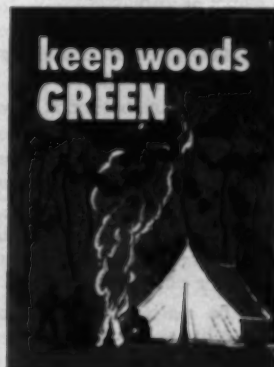
Excursions
Mar. 1953, S9614 A



Grade Crossings
Apr. 1953, S9616 A



Vacation
May 1953, S9618 A



Some Clues to Help Start School Safety Program

by WENDALL A. PARRIS

HOW DOES A TEACHER, ONLY recently alerted to the necessity for including instruction in safe practices of living, get a program underway? At the elementary schools in the nation's capital city we have found some clues which may be helpful.

As in all pedagogy, a clear understanding of the objectives to be reached should precede the actual teaching practices. In Washington we have found that the objectives of a good elementary school safety program include attempts

1. To help children to recognize situations involving hazards;
2. To develop habits of conduct which will enable children to meet situations of daily life with as little danger as possible to themselves and others;
3. To develop habits of carefulness and compliance to safe practices at home, on the streets, at school or at play;
4. To teach children to read, understand, and follow safety rules and regulations;
5. To teach children safe practices in the use of streetcars, buses and private automobiles;
6. To develop habits of orderliness and carefulness in the use of playthings, tools, common articles in the home and school and in the use of fire;
7. To develop alertness, agility and muscular control through rhythmic exercises, play games and other physical activities;
8. To teach children to cooperate to prevent accidents;
9. To develop wholesome attitudes concern-

ing law enforcement officers; the safety of themselves and others;

10. To give children actual experiences in desirable safety practices.

After establishing these as the objectives of a sound school safety education program, it is then pertinent that certain steps be taken to insure the attainment of these objectives.

The next logical problem is establishing (1) what to teach; and (2) how to teach it.

Care must be taken at the outset of such a program to develop interest on the part of the participating teachers. This was done here by a series of two or three lectures showing the many ways in which safety has helped to create world progress, the place of safety in a modern world, and the extent of the problem as revealed in the current accident statistics.

A school safety coordinator should be named for each individual building. The coordinator will be responsible for acting as a liaison officer between the supervisor, teachers and pupils.

At this point, when the ground work of the program has been established, the pupil interest and activity stage should begin.

Safety is the one subject in the school that will appeal to the pupils as they learn more about it because it is based on an activity program of enriched experiences.

It would be well to organize a safety council. This council should meet once a week with the safety coordinator to initiate leadership and fol-

WENDALL A. PARRIS is assistant director of health, physical education and safety for the public schools of the District of Columbia.

lowership activities in the school. This organization can influence the whole school as well as the participants because as they begin to organize assembly programs, issue bulletins, make posters and sponsor other campaigns, they will enrich the safety experiences of the whole school.

One of the early parts of the safety program should include a survey of the accident hazards of the school grounds and community. This can be done in a brief questionnaire filled out by each pupil and interpreted to the school by the safety council.

The school and college division of the National Safety Council has check lists which might be used to disclose hazards. The teacher can make a simple one which would include a listing of the hazard, its location, suggestions for its elimination.

Report System Is Basic

An accident reporting system is the basis for an effective safety program. In cooperation with school administrators, safety supervisors, and others, the school and college division of the National Safety Council has prepared a Standard Student Accident Report form. It has gone through many revisions all made with the purpose of making it more effective. Copies will be supplied free of cost to those schools which will report a summary of the accident occurring to their pupils.

Any recognition of the worth of an active program conducted in safety education by one school must include the effect that that program may have on other schools. That effectiveness may be decreased to the point of nullification by faulty, irregular or incomplete student accident reporting. This point can hardly be over-emphasized.

Many Field Trips

The safety coordinator should plan, a considerable time in advance, field trips to places where safety practices may be observed. Planning should include consideration of the length of time necessary for the trip, destination, purposes and consideration of safety practices en route. It would be well to discuss, before leaving on the trip, the matter of staying in line, crossing corners, refraining from running, and other topics.

Types of trips which have been successfully used in the Washington schools include:

A trip to a nearby traffic light with a reading lesson following the trip.

A visit to a nearby fire station. A reading

and a composition lesson might be based on the trip.

A trip to a baseball game, a traffic intersection, or a theater to observe pedestrian and vehicular safe practices.

In almost every school there are hazards which may be disclosed by safety surveys. The survey will not only disclose the hazards but will make the safety instruction meaningful and interesting to the children.

A school survey should include:

Halls, stairways and other parts of the building to find out what provisions have been, or should be made to protect children. Hazards which may be found include lack of directional signs, poorly placed fire exits, drinking fountains protruding dangerously in hallways.

School grounds, playgrounds, and playground equipment.

Adjacent and nearby street intersections to determine traffic density and safe pupil-crossings.

A home safety inspection, made in cooperation with the pupils' parents.

Other Learning Aids

Hallway exhibits, poster displays, assembly programs increase the effectiveness of safety teachings. The following types of activities should be considered:

A bulletin board on which displays of posters are changed frequently.

A demonstration of resuscitation.

A first aid demonstration.

A field day for bicycle and pedestrian safety.

Creative activities have been used here effectively. Some of them are:

A simulated home or street scene staged in the homeroom showing safe and unsafe habits.

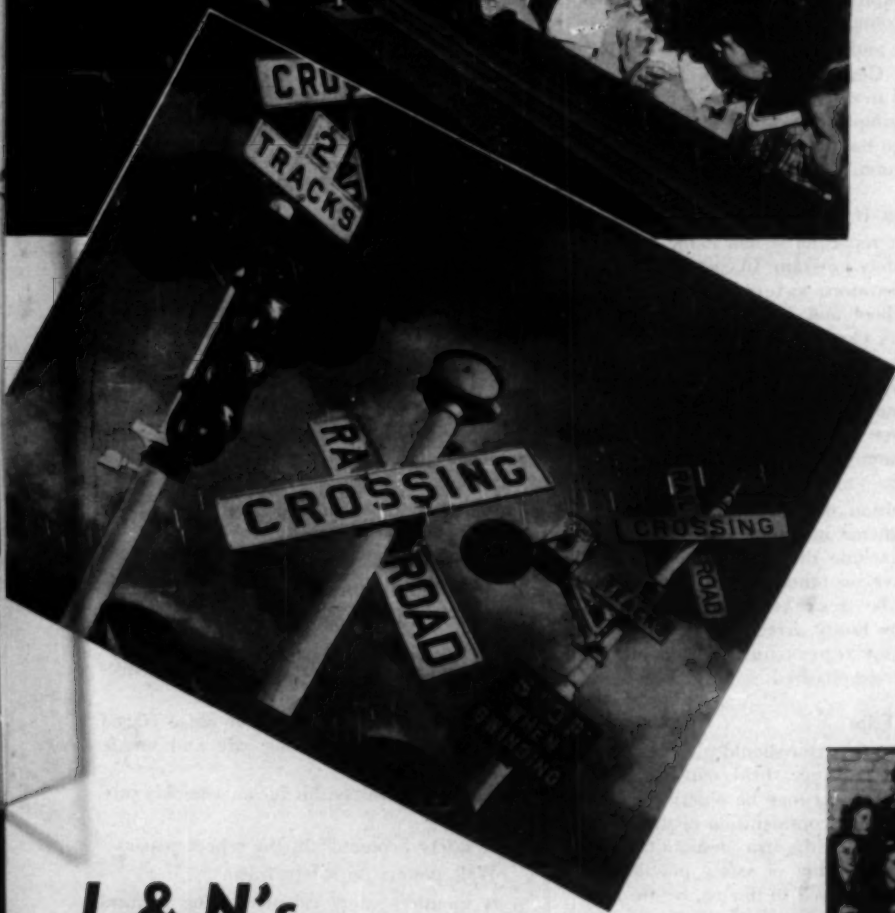
An original safety skit for an assembly program.

A safety "column" in the school paper.

Wall posters on safety rules.

A monthly safety calendar using pictures and verse to get across the safety messages. Art, English and drama teachers can be particularly helpful here.

The above is by no means a complete picture of an enriched program in elementary safety education. It lists only some of the practices we have found to be effective in Washington schools.



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L & N's Crossing Safety Tool

AN ALMOST UNIVERSAL appeal
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ss. It is made with a double
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 e cooperation of Mary May
 of safety for the Louisville
 m, the railroad safety people
 ed visiting each of the Louis-



Favorable attitudes toward safety are generated when pupils have fun learning about railroad crossings.

teen-ager is interested when the rail-
 y is illustrated with a working model.



Safety Education for April, 1952

Indoors or out, the flashing lights and working models
 hold their attention long enough to tell the story.



Aids Help to Teach Pedestrian Safety

by DONALD McCASLIN

THROUGH THE MEDIUM OF AN extremely practical unit, *Traffic Safety for the Primary Grades*, and two effective visual aids, the miniature traffic signal and the film, *The Safest Way*, the children at Corona Avenue Elementary school, Bell, California, were able to learn a meaningful lesson in pedestrian safety.

Using the approach which was brought out in both the film and the unit, the sixth grade class prepared a large map of the local school district. The pupils carefully marked in each street, indicating the signalized and controlled intersections and cross walks as well as the more hazardous places.

When the large map was finished the teacher

made a smaller stencil copy of it and mimeographed enough copies to supply each child, kindergarten through sixth grade, in the school. The maps were to be used by the children in their study of pedestrian safety.

Using their individual maps as reference, the children carefully discussed the safest routes to and from school for each member of the class. Each child then marked with a red crayon his own route on his own map. The pedestrian rules, previously studied, were then copied onto the back of each map and the whole was sent home to the parents. In this way each child had an opportunity to discuss with his parents the safest route from home to school and the approved pedestrian rules. The maps were then



"That's where I live," the girl is saying as she points to a replica of her house on a map of the vicinity of Corona Avenue elementary school.

signed by the parents and returned to the teacher who gave it back to the child for his own reference and use.

In the primary grades the lesson was made even more meaningful by using the miniature traffic signal. It was used to teach and to review the signal colors and their meanings, traffic directions, correct procedure for crossing streets as well as an attitude of respect for and obedience to police officers and crossing guards.

Intersecting streets were marked on the classroom floor and the signal was placed in the intersection. The children took turns walking across in different directions, obeying the lights



"This is the safe way home," she is saying.

of the signal and the directions of the crossing guards.

After playing their parts as pedestrians, crossing guards and signal operators, the children were able to discriminate accurately and without hesitation between the green, amber and the red lights. Each child had a better understanding of the laws affecting pedestrians.

To culminate this safety lesson, Mrs. Martha McQuat, a third grade teacher, enlarged one of the individual maps to table-top size. On this she modeled out of clay a miniature Corona Avenue school and the individual houses of each child in the class. Each child painted his house and put it in its proper place on the map. The children are to add their own miniature traffic signals and crossing guards.

Pedestrian safety means much more to these children than the reciting of a set of rules. Ask one his safest way home and he will waste no time in showing you his route and he probably will point out the protective features of this route.

DONALD McCASLIN is a sixth grade teacher at the Corona Avenue Elementary school, Bell, California.

Safety Education for April, 1952

Name Brown New Member of School and College Staff

Wayne Hughes, director of the school and college division of the National Safety Council, announces the appointment of Russell I. Brown to the division staff. His major responsibilities



will be to the school section of the Annual Inventory of Traffic Safety Activities, the national school safety honor roll, and the driver education section of the division.

Mr. Brown was granted an M. A. in safety education by New York University in 1951.

He previously had been a driver education instructor and school patrol supervisor for the Motor Club of Iowa.

Concentrate on 10th Grade

Logically tenth grade students are those who should receive classroom instruction in driver education, says I. M. Catlin of the safety division of the Wisconsin Motor Vehicle department. It is the grade, he continues, in which are found the majority of students about to reach their sixteenth birthdays, which is the minimum legal driving age in Wisconsin.

More and more Wisconsin schools are taking this fact into consideration when scheduling their driver education courses. Last year 76.5 per cent of the 25,738 students completing the course in Wisconsin were tenth grade students.

In the interest of "upgrading" driver education the Wisconsin Motor Vehicle department is urging schools to discontinue driver education classes in the ninth, eleventh and twelfth grades and to teach it only in the tenth grade.

Merrill C. Yost

Merrill C. Yost, educational director of the accident prevention department of the Association of Casualty and Surety Companies, died February 7, of a heart attack.

Mr. Yost joined the association staff last September 1. Previously he had been a teacher in the Lancaster, Pennsylvania high schools.

He was president of the Pennsylvania Driver Education Teachers Association while in Lancaster.

A Way Around Barriers to Safety Education

by MARSHALL R. CRANSHAW

THE 1950 NATIONAL SAFETY Congress presented a plan for achieving a well rounded program for safety education, evolved in group meetings. The plan included parents, school officials, teachers and representatives of community agencies, with a similar program in each school involving the students.

The school plan was to be based on an evaluation which would include the results of an accurate accident reporting system, a study of the practices of children and the community's attitude.

We are faced with the fact that there are many difficulties in the way of achieving the plan as set forth at the Safety Congress. We know that few schools have been making accurate and comprehensive accident reports and using the information within the school educational program.

It is also apparent that there are many differences of opinion concerning whether to integrate safety or to teach safety as a unit or course. There are also many opinions as to the type of planning necessary for effective integration. However, we all know that safety is a natural part of all instruction if the instruction is based on the needs for effective living in our democracy. This is illustrated by the following list of desirable safe behaviors which is simply an adaptation of the twelve needs for effective living in our American democracy taken from the Los Angeles City Schools curriculum publication *Point of View*. From the adaptation we would see an individual who:

1. Accepts his responsibilities as a citizen for

the safety of all members of our democracy;

2. Has learned to live and work cooperatively with others without having or causing tensions which produce situations leading to accidents;
3. Has learned to read, write, speak, and listen intelligently about safety and to understand and solve the numerical problems dealing with safety;
4. Has developed and maintains sound physical and mental health as a precaution against accidents;
5. Understands his environment and its dangers, who knows how to adjust to his environment, and accepts the responsibility for improving his environment to make it as safe as possible;
6. Has learned how to earn a living safely in work for which he is suited and prepared;
7. Understands the role of the consumer in our American economic life and knows how to buy products that are safe and to maintain them in safe condition;
8. Understands and practices the principles underlying successful family living and participates with other members of the family in a constant plan of providing as safe a home as possible;
9. Develops desirable practices, attitudes, and understandings related to the safe use of leisure time;
10. Participates and utilizes the arts to create

MARSHALL R. CRANSHAW is consultant in safety education, Los Angeles public schools.

a more balanced personality and a safer, more productive environment;

11. Thinks effectively as a basis for good judgment and intelligent action in emergency situations of a dangerous nature;
12. Understands world culture and problems of an international scope as a basis for a safer world.

A person who behaves safely in the foregoing areas would necessarily have acquired these behaviors as a result of his total educational experience as well as his specifically integrated safety instruction and his concentrated experiences in safety education. Every teacher is helping to create a safer individual as the needs for effective living are being attained in each class. Since integration is constantly taking place, our problem is to determine how this integration achieves its maximum effect in terms of safe living. One approach to better integration involves working toward a total program of education based on the needs for effective living. After all, the desire for security is a basic human drive.

All Students Need It

One of the twelve needs, as we have outlined them, for effective living is concerned directly with safe living. Should we not, then, provide a learning situation wherein a concentration may be made upon the total problem of safe living? Since concepts of safety are needs for effective living, should not all students receive an overview of the total problem of safe living at different stages in their development? In workshops in the Los Angeles city schools, offered by the safety section, the consensus was that one of the most valuable outcomes of the workshop was the realization of the tremendous scope of safety. If this has been a valuable experience for teachers who have had many years of experience in integrating safety, is it not desirable for all students at all levels?

Where Find the Time?

If we agree that both integration and concentrated experiences in safety are desirable, what can be done to provide the necessary time for these experiences?

We are faced with the fact that we have an extremely crowded curriculum. We have accumulated many areas of content over the years without having been able to eliminate areas which are no longer as important as they were when they became part of the curriculum. Entrenched and special interests have been able to prevent some of the needed change. Habit,

custom, and inertia have also been points of resistance.

When driver education became a required subject for graduation from high school in California, there was no argument as to the importance of driver education, but rather the objection came from the difficulty in providing time in the curriculum. Although everything in the curriculum may have claims to justify it, in attempting to meet the demands for change we are always faced with the establishment of a priority list. If this list is based on the most pressing needs for effective living, then safety will receive its due quota of time. In many cases safety may be the means of acquiring meaningful experiences in basic skill learning. Other areas, lower on the priority list in terms of meeting the needs for effective living, must either be condensed or eliminated. What type of possible actions are there to accomplish this purpose? One approach is to use the area of safety as the justification for a critical examination of the total curriculum.

Another approach is to get together the persons most aware of the necessity for a changing curriculum to meet the changes in the life about us. These persons should be willing to form the nucleus of a group devoted to the problem of involving others in planning curriculum change to meet the most pressing needs of our society. Some of the possibilities for action for that group might be:

Question Carnegie Unit

1. To attempt to free the schools of the rigid structure caused by fitting subjects into the time pattern of the Carnegie unit. Why should it be necessary that subjects be taught five hours per week for a semester? Maurice G. Blair, associate superintendent of the Los Angeles city schools, in charge of curriculum, has pointed out that if courses could be planned in terms of the length of time needed, instead of the time requirement of the Carnegie unit, we could have courses of different duration, such as five weeks courses. Courses could also be scheduled on specified days of the week as is the practice in university classes. As some courses were shortened, it would be possible for additional courses to be organized on the basis of need. A concentrated safety course could then have a chance to become a reality on all levels. Along with integrated topics we could

- have a concentrated study of safety topics.
2. To recommend safety education as a part of general education, or as a part of the core curriculum wherein the safety work might have a specified time allotment for the complete coverage of the common essentials of safety. This would provide safety education for all students, in addition to their experiences in other courses.
 3. To initiate the formation of a cooperative group for planning the total curriculum for the school system. This group should include teachers, administrators, supervisors, and parents and should consult with students. The function of this group would be to establish a framework for individual course planning. Such framework would need to be flexible enough to provide for the individual problems in each school and would lead the faculties of local schools to group study and planning of actual teaching units and lessons. This approach is illustrated by excerpts from a foreword to our tentative course of study in B-7 English-social studies, which includes practice of safety habits as follows:

"It is not intended that this outline course of study should be a detailed, or a prescribed curriculum for B-7 English-social studies pupils. Rather it is intended to serve as an agreed-upon common framework within which individual schools and classes may work out the learning experiences best fitted to their particular pupils."

No Need to Fear Results

If total school programs are planned to meet the needs of boys and girls and to include cooperative planning within the framework to best attain the objectives, and if the safety supervisor is involved in the planning, we need not fear the results as far as safety is concerned either with concentrated or integrated study. In order to make this approach effective, in-service education for teachers would be necessary in developing needed skills in cooperative planning techniques as well as for specific background in safety education.

Provision for time for cooperative planning is one of the greatest needs in terms of getting action. Many of the key personnel needed for cooperative planning are very hesitant to relinquish time unless immediate results are forthcoming. Committees that have been meeting in Los Angeles have found that the first task in

cooperative planning is taking the time to learn how to work together.

Regardless of whether specific time is given to a course in safety education, answers are needed. The answers to questions such as, "When is a child 'accident-prone'?" "When is he an 'accident-repeater'?" and "How can these differences be determined?" need a thorough research program coordinated by a research council. When we look at the list of questions we should ask ourselves, "How many more answers do we have now than we had last year?" "How much progress has been made on these questions during the last year?" "How much progress should be made this year?" "Do we need to have some financial assistance to produce the research necessary to secure factual answers?" "Will organized research suffice?" Some recommendation should be made for action on this problem.

Seven Points in Summary

The following points are presented in summary:

1. One of the possibilities for improving the safety program in each school is to combine our efforts with those of all other persons interested in improving instruction in terms of the total needs for effective living.
2. Safety instruction must be an important part of any instruction based on the needs for effective living. Safety will be included in any instructional program wherein each person is helping to make decisions concerning priorities of instructional time.
3. A complete analysis of the accident experience in each school should be taken into consideration in planning the educational experiences for safety in that school.
4. An in-service education program for all school personnel is essential to the improvement of instruction in safety.
5. In addition to integrated study, each student is entitled to receive periodical overviews of the entire safety program which are definitely scheduled in the instructional program of each school.
6. Cooperative evaluation is essential to continued progress in making needed changes in instructional procedures.
7. A nationally coordinated research program adequately financed is essential to get factual information that is needed in accomplishing the objectives of safety education.

**⊕ Lower
Elementary**

Safety Lesson Unit

April, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, physical education and safety

Take Along an Adult

WATER SAFETY



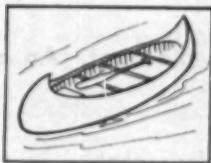
Sketch 9321A

1. Never



with friends.
alone.

2. In a



change seats.
stay in your seat.

3. Never



in the morning.
in the dark.

4. If a boat



try to swim.
hang on to the boat.

Answers: **Water Safety Test:** 1. Alone because no help is available in case of trouble. 2. Stay in your seat to keep from upsetting the boat. 3. In the dark because in case of trouble you may not be missed in time. 4. Hang on to the boat because the boat will support you for hours.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

The Fishing Trip

Scene 1—In the Brown's living room.

Art: Dad, is it all right if I go fishing with Bill in their boat tomorrow?

Mr. Brown: Who is going with you boys?



Art: Just Bill and his sister and me.

Mr. Brown: No, Art, you can't go unless an adult is with you. It isn't safe.

Art: But, Dad, Bill knows all about a boat!

Mr. Brown: No, son. But I'll go with you boys if that is all right with Bill's father. I'll call him now.

Scene 2—At the dock.

Mr. Brown: Boys, we'll have to lighten the boat. An overloaded boat is unsafe.

Sally: I don't need this life preserver jacket.

Bill: Oh yes you do, Sally. You can swim only a little.

Mr. Brown: That's right. Sally, you wear that life preserver.

Art: We don't need this camera or box or this blanket.

Mr. Brown: Good! Bill, have you planned where we should sit?

Bill: Yes, sir. And we won't change seats either. We know that might upset the boat.

Sally: (Stepping safely into the center of the boat) Here we go!

Scene 3—Later at the dock, they get out of the boat loaded with fish and talking of their good time.

Bill: And thanks, Mr. Brown, for going with us. It was the best fishing trip I ever had.

Upper Elementary Safety Lesson Unit

April, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, art and safety



Take along an adult

Sketch 9321A

Take Along an Adult

WATER SAFETY

A Good Swimmer

Copy and

Check the things which a good swimmer would do.

1. Swim farther out than anyone else even if he is tired.
2. Know enough to quit swimming when he is tired.
3. Wait at least an hour after eating before swimming.
4. Avoid swimming in the dark.
5. Dive in unfamiliar water even if it looks safe to him.
6. Make a rescue by swimming only as a last resort — first would try a rope, paddle or boat.
7. Would not swim when he feels tired.
8. Swim alone when the water is calm.
9. Swim long distances even when the water is cold.
10. Know how to administer artificial respiration.
11. Know that he need not watch for undertows and big waves.
12. Float to rest himself.
13. Swim, if possible, where there is a lifeguard.
14. Swim near shore.
15. Never call for help as a joke.
16. Always swim with a group.
17. Would not swim when he feels overheated or chilled.
18. Start back before he is tired.
19. If he gets in trouble, he would keep his hands and arms out of water and flay the water excitedly.
20. Heed the lifeguard's warning whistle.

PROJECTS A Contest

Committees of two or three pupils should act out a swimming safety hint in pantomime. Other committees will guess the hint. The first committee stating it correctly will be given a point. The committee with the most points wins.

A Problem to Talk About

Last September, when a fishing boat on Long Island Sound went down, many lives were lost. Before the accident John Griffin was mocked by his friends as being "chicken" when he went below to a cabin to pick up and fasten on a life preserver. His life preserver kept him afloat—his friends died. Was he "chicken" to take such a precaution? Should you taunt others about being careful? Should you be afraid to take safety precautions if others tease you?

Pictures and Posters to Make and Exhibit

Under a picture or drawing of a boat, write one of these safety "Do You Know" questions—or one of your own.

Do you know that all small boats should have an extra oar or paddle and a bailing can?

Do you know that motor-driven boats should be equipped with a fire extinguisher?

Do you know that loading must be especially light when there may be waves or when a motor or sail is used? (Motors or sails tilt more than do oars or paddles.)

Do you know that the best place for a load is on the bottom of the boat in the middle? (Regular seats or temporary seats made with boards should never be used for luggage.)

Answers: A Good Swimmer correctly checked as numbers 2, 9, 4, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18, 20. Swimming Accidents: A. 1, others or friends; B. 1, lifeguard; C. 1, tired; D. 1, strength; E. 1, rocks or logs; F. 1, swimming; G. 1, help; H. 1, help; I. 1, help; J. 1, help; K. 1, help; L. 1, help; M. 1, help; N. 1, help; O. 1, help; P. 1, help; Q. 1, help; R. 1, help; S. 1, help; T. 1, help; U. 1, help; V. 1, help; W. 1, help; X. 1, help; Y. 1, help; Z. 1, help.

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How Swimming Accidents Happen

Copy and
Supply the correct answers

Swimming Alone



- A. 1. Always swim with _____.
2. If possible swim where there is a _____.

"Fooling" in the Water



- B. 1. Remember that ducking is _____.
2. Pushing people off docks or into pools may cause them to fall so that they are _____.

Showing Off



- C. 1. Don't swim when you feel yourself getting _____.
2. Remember to estimate the _____ needed to swim back.

Calling for Help as a Joke



- D. 1. If you call for help as a joke, people may ignore a later call for help when it is _____.

Diving Into Unknown Water



- E. 1. There may be submerged _____ in unknown waters.
2. Divers should know the _____ of the water into which they dive.

Trying a Swimming Rescue



- F. 1. _____ rescues should be attempted only as a last resort.
2. First try rescue by a boat or by handing an _____.

How Boating Accidents Happen

Not Taking an Adult



- A. 1. In case of an emergency children may need adult _____.
2. Adult _____ may be needed at the oars.

Not Knowing How to Swim



- B. 1. Know how to _____ before going out in a boat.
2. Having a life preserver in the boat is _____ enough protection for a non-swimmer.

Overloading a Boat



- C. 1. A properly loaded boat feels _____ at the oars.
2. Don't _____ passengers into a boat.

Changing Seats in a Boat



- D. 1. Don't go boating with a foolish person who thinks it is fun to _____ the boat.
2. Keep your seat in a boat, but if it is necessary to move, _____ others.

Not Being Careful of Gasoline in Boats



- E. 1. Don't light a _____ near any spilled gasoline.
2. If fuel is spilled on the motor, dry it or wait until it evaporates before starting the _____.

Not Staying with an Overturned Boat



- F. 1. A swamped boat _____ side up will support about as many persons as it is designed to carry when afloat.
2. Stay with the boat rather than try to _____ ashore.

Junior High Safety Lesson Unit

April, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, guidance, homeroom and safety classes

For Your Protection

DRIVING SAFETY

Do You Want to Be a Good Driver?

Most boys and girls want to learn to drive a car. They are anxious to drive without accidents. You are nearing the age at which you will be allowed to drive a car. Do you know that the most important guarantee that you will be a good driver is your *attitude* toward driving? If you want to drive without accidents and want to follow safety directions, the chances are that you will be able to drive skillfully and safely. Therefore it is important to examine your own driving attitudes even before you get behind the wheel. Here are some questions to think about:

1. Are you in favor of a requirement that a new driver pass a driving test before he is granted a driver's license? Why or why not?

2. In your opinion does your state have a strict enough requirement for a driver's license? What do the policemen and the people of your community think about the driver-licensing law in your state?

3. Do you think that policemen should be strict about enforcing traffic laws including speed regulations? Why or why not?

4. Do you think that young drivers who break a traffic law should be excused because they are young or because it is their first offense? Why or why not?

5. Who has the right-of-way? A pedestrian or a driver?

Night Driving Knowledge Test

Copy and

Underline the correct answers. One or more answers may be correct.

1. For each mile of motor travel about (the same — one — two — three) times as many fatal accidents occur in the hours of darkness as in daylight.

2. At night drivers (can — cannot) see as far nor as well as they can in the day.

3. At night some drivers are less alert on account of (drowsiness — fatigue).

4. Night drivers have (the same — different) reactions to headlight glare.

5. Night driving is more hazardous than daytime driving because at night (the same — more — fewer) drivers have been drinking.

6. Night driving is more hazardous to pedestrians than day driving because (many — some — few) do not realize that it is harder for the driver to see them and fail to use extra caution.

7. A safe speed in daylight is (always — usually — seldom) a safe night driving speed.

8. Experiments show that when street lighting is improved, accidents are (more — the same — fewer) in number.

9. For safer night driving headlights should be kept (very clean — in working order — wiped off once a month).

10. If the other driver does not dim his headlights, a driver should (dim — not dim) his own headlights.

11. Night drivers (need — do not need) some ventilation to prevent drowsiness.

12. For safer night driving, customary daylight speed should be (increased — kept the same — lowered).



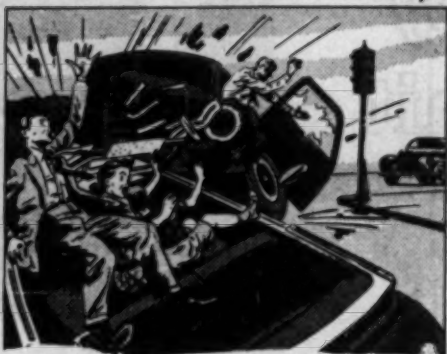
Sketch 9322A

Answer. Do You Want to Be a Good Driver? 1. Safety without such tests. 2. This is an opinion. 3. Many safety authorities agree that strict enforcement is best. 4. Although a motorist may have the right in his favor he must give the right of way to a pedestrian for the sake of respect the law more if they realize it is strictly enforced. 5. Although a motorist may have the right in his favor he must give the right of way to a pedestrian for the sake of respect the law more if they realize it is strictly enforced. 6. Many safety authorities feel that young people will respect the law more if they realize it is strictly enforced. 7. Although a motorist may have the right in his favor he must give the right of way to a pedestrian for the sake of respect the law more if they realize it is strictly enforced. 8. Experiments show that when street lighting is improved, accidents are (more — the same — fewer) in number. 9. For safer night driving headlights should be kept (very clean — in working order — wiped off once a month). 10. If the other driver does not dim his headlights, a driver should (dim — not dim) his own headlights. 11. Night drivers (need — do not need) some ventilation to prevent drowsiness. 12. For safer night driving, customary daylight speed should be (increased — kept the same — lowered).

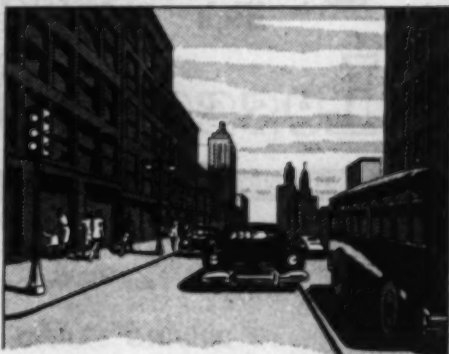
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"Two-choice" Decisions which Drivers Must Make

Select the choice you would make as a driver



THIS . . . TAKE A CHANCE! Speed up and try to get across before the light changes to red . . . and maybe smash into a car that has the right of way. Chances helps cause many of the traffic accidents.



OR THIS . . . BE CAREFUL! Slow down when you know the light may soon change to red. Stop in time—and wait. Not only for the other fellow's sake, but because the life you save may be your own.



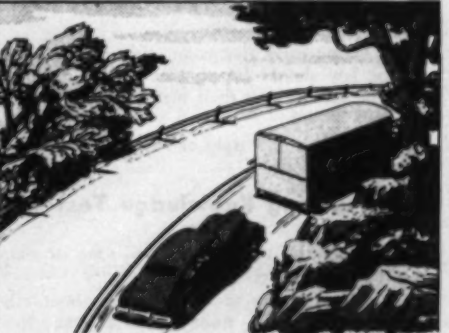
THIS . . . TAKE A CHANCE! Drive so fast at night that you can't stop within the reach of your headlight. Careless drivers kill or injure more pedestrians during the first three hours of darkness.



OR THIS . . . BE CAREFUL! Drive slower at night—and be sure you can stop in time to avoid an accident. Not only on the other fellow's account, but because the life you save may be your own.



THIS . . . TAKE A CHANCE! Swing around that car ahead and maybe crash head-on into a car you couldn't see! 1,200,000 people were injured or killed in auto accidents last year.



OR THIS . . . BE CAREFUL! Don't pass on hills. Stay in your own traffic lane until you can see ahead. Not only on the other fellow's account, but because the life you save may be your own.

Make your own "two-choice" posters for driving

Senior High Safety Lesson Unit

April, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, guidance, homeroom and driver education classes

For Your Protection

DRIVING SAFELY



Sketch 9322A

Opinion Indicator

A Basis for a Class Forum Discussion

Copy and

Indicate your choice with reasons.

1. I (am — am not) in favor of driver licensing as it exists in my state because _____.
2. I believe the driver himself (benefits — suffers) from a strict driver-licensing law which includes a behind-the-wheel examination because _____.
3. I believe that there should be (uniform — different) driver licensing laws in the 48 states because _____.
4. I (am — am not) in favor of uniform driving signals, road markings and driving regulations throughout the 48 states because _____.
5. I believe in (strict — casual) enforcement of traffic laws, including speed limits, because _____.
6. I (am — am not) in favor of suspending a driver's license when the driver drives after drinking because _____.
7. I (am — am not) in favor of compulsory minimum insurance for drivers because _____.
8. I (am — am not) in favor of compulsory annual inspection of all cars for mechanical defects because _____.
9. I (am — am not) in favor of offering driver education courses in high school because _____.
10. I believe that high school driver education courses should be (elective — compulsory) because _____.

Good Driving Attitudes

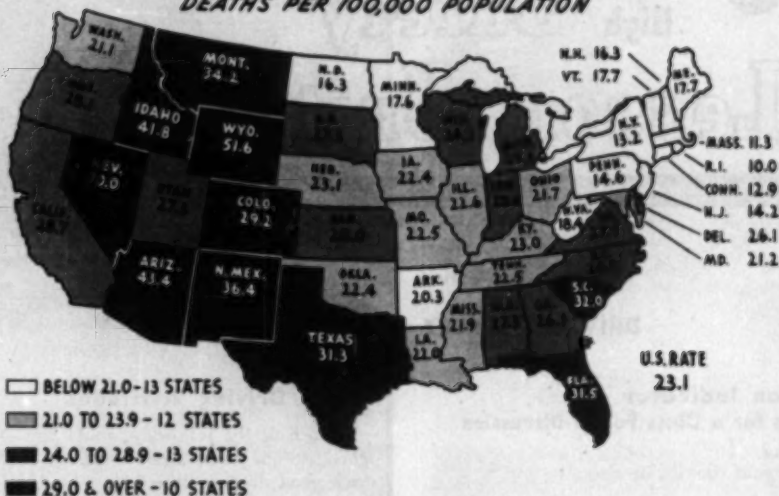
Which of the following would you consider a good attitude for a driver? Place a check before each good driving attitude.

- ____ 1. Stopping at all stop signs even when there is no other traffic.
- ____ 2. Taking a chance on making it through just after the light has changed.
- ____ 3. Making it a habit to have the car checked regularly to be sure that it is in safe condition.
- ____ 4. Always signaling turns.
- ____ 5. Keeping toward the middle of the road at all times.
- ____ 6. Not attempting to pass on curves.
- ____ 7. Carrying one's driving license when driving.
- ____ 8. Not attempting to drive after drinking.
- ____ 9. Entertaining other passengers.
- ____ 10. Keeping up speed regardless of weather.
- ____ 11. Honking your horn at pedestrians caught in the street when the light changes.
- ____ 12. Not attempting to drive when tired or ill.
- ____ 13. Letting motorists behind know when they should stop or proceed ahead.
- ____ 14. Arguing with slow drivers.
- ____ 15. Obeying warning signs.

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1950 Motor-Vehicle Death Rates

DEATHS PER 100,000 POPULATION



Source: National Safety Council estimates based on data from state traffic authorities, National Office of Vital Statistics, and U. S. Bureau of Public Roads

Skill Test in the Ability to Read and Utilize Pictorial Statistical Data

Part I

Copy and Mark true or false.

1. The states with the lowest traffic death rates are those where there is no winter weather to cause hazardous conditions.
2. States like New York and Connecticut, which require behind-the-wheel examinations, seem to have lower than average death rates.
3. Many sparsely populated states seem to have higher than average motor-vehicle death rates.
4. The motor-vehicle death rate in the state with the highest rate is more than five times greater than in the state with the lowest rate.
5. The lowest motor-vehicle death rates exist in the North Central states.
6. States with many large cities have the highest motor-vehicle death rates.

Part II

Answer on your own paper.

1. Where does your state stand in the motor-vehicle accident picture?
2. What is your opinion of the record of your state?
3. Do you think the motor-vehicle death rate can be lowered in your state? What suggestions would you make about licensing, road conditions, law enforcement, public attitude toward motor-vehicle safety?

The Principal Factor in Motor-Vehicle Deaths

Speed is a principal factor in motor-vehicle deaths and injuries. What do we mean by "speed"?

Speed is "X"—the unknown quantity—that must be determined, sub-consciously, with each individual mile you drive. It is not, for instance, 80, 70, 60, 50 or even 40 miles an hour. It depends upon the weather, road conditions, the mechanical condition of your car and even your own physical condition. Anything less than perfection in any of these factors means you must reduce your speed—sometimes even to a point far under the posted limit!

Speed is the best way in the world to stack the odds against yourself when driving. The chances of killing yourself—or someone else—in a traffic accident increase with every upward quiver of your speedometer needle. Death sits beside you in the driver's seat, ready at all times to take the controls. At high speeds death becomes more of a possibility . . . more of a probability in the event of an accident. In a crash at 60 miles an hour, for instance, you are eight times more likely to die of your injuries than if you were to have an accident at 20 miles an hour.

What do you think can be done to teach young people judgment concerning speed? Do your friends use judgment in adapting speed to conditions?

Answers: Skill Test 1. F; 2. T; 3. T; 4. T; 5. F; 6. F.
Good Driving Attitudes: Good driving attitudes are state-
ments 1, 3, 4, 6, 7, 8, 12, 13, 15.

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Too Much for Granted

from page 10

rider does swerve in front of an automobile, he does it much more swiftly than does an animal. The motorist has less time to stop or swerve away.

Motorists take too much for granted insofar as bicyclists are concerned. And that is one of the reasons why more than 500 bicyclists (90 per cent of whom are children) die every year in the United States as the result of collisions with motor vehicles. Those injured in such accidents total some 20,000.

It should be noted that these figures do not include the hundreds, perhaps thousands, who are killed or injured in traffic accidents which do not involve motor vehicles, such as collisions with street cars, trains, animals, other bicycles, and fixed objects such as trees, buildings and posts, and non-collision accidents like falling in the street, riding into ditches, and so on.

Rider Own Worst Enemy

Traffic accident statisticians tell us that the bicycle rider is his own worst enemy, that most bicyclists who were killed or injured in accidents with motor vehicles were violating the law or were committing unsafe acts. These violations include such things as riding at night without lights, turning improperly and without signaling, failing to comply with traffic signs and signals, riding double, truck riding, and inattention.

This is factual, based on the analysis of thousands of individual accident cases.

However, before condemning bike riders, statisticians should recognize that the same might be said of pedestrians, and, to a lesser degree, of motorists. They, too, are their own worst enemies too frequently.

After all, like pedestrians and drivers, bicyclists are human and therefore not infallible. Besides, they are for the most part irrepressible children who have not yet learned the hard way about the hazards of the street.

Motorists must assume a greater responsibility for the safety of bicycle riders. Each driver must learn to expect the worst from cycling children and drive so cautiously in their vicinity or where they are likely to be that their mistakes will not end tragically.

When we think of bicycle accident prevention, we are inclined to classify it as a city, or urban problem. This, if true, would indicate that the comparison mentioned in the first paragraphs of this article between the consideration shown by motorists to farm animals and that

shown to bicyclists was poorly conceived. However the contrast is not far fetched—more than 55 per cent of the fatal bicycle-motor-vehicle collisions occurred in rural areas during 1950, a typical year.

While there is no bicycle census to support this contention, it is generally recognized that a vast majority of bicycles are to be found in cities. When a person analyzes the situation, the fact that there are more fatal accidents in the country than in the city is not illogical. There are no sidewalks or bicycle paths in the country and those who ride bicycles must do so on the traveled portion of the highway which puts them in constant jeopardy. When a farm boy rides his bicycle to school or to town, he must travel much farther than does his city counterpart, therefore his exposure is extended over a greater distance and for a longer time. Street lights are few and far between in the country and there is nothing harder to see on an unlighted country roadway at night than an unlighted bicycle. And then, when driving in the city, a motorist has learned to expect bicycles to dart out into the street from almost anywhere. In the country he expects lots of things, but not bicyclists.

How Motorist Can Help

How can motorists help to prevent bicycle accidents in the country? For one thing, he can keep alert and recognize that bike riders are in the rural areas, too. If a motorist sees a rider ahead, going in the same direction and on the same side of the roadway, he should slow down and give the bicyclist a signal with the horn. Even then he should not attempt to pass until there is some indication on the part of the bike rider that he is aware of the car's presence. If the bicyclist is approaching from the opposite direction on the same side of the highway, the motorist should slow down and drive as far to the left as he can safely. In both cases, the motorist should be ready for an emergency when passing because the course of the bicycle may be changed quickly by hitting a rough spot in the pavement or by a stone or loose sand on the pavement surface. The bike might slip off the pavement edge onto the rough shoulder, which would cause the rider to turn sharply to regain the pavement or his balance. These are only a few of the things which could happen, against which the motorist must be wary.

Because the balancing and steering of a bicycle are interdependent, a bicycle cannot be depended upon to continue in a straight line like a vehicle with three or more wheels. Mo-

torists must make allowances for this inherent difference. Instead of allowing a bicycle a mere three feet or so, a driver should give a bicycle as much clearance as he would give another motor vehicle.

An ironic condition exists in this conflict between motorists and bicyclists. Since practically all intolerant (of bike riders) motorists were themselves bicycle riders at one time they should be cognizant of the bicyclists' predicament in today's traffic maze. Not only that, many of the drivers who resent the presence of cyclists on the streets are the parents of children who are, have been, or soon will be bicycle riders. It should suffice to say that these parents, who are intolerant of other people's bicycle riding children, should make sure that their own children behave properly when riding bikes and that they do not ride when and where it is unsafe. No parent should ever permit a child to ride his bicycle on the streets after dark, with or without lights.

The much-maligned bicyclist's life is not exactly a bed of roses. In many localities he is legislated off the sidewalks and there are no provisions for him on the street, where he is tolerated with the same enthusiasm as we tolerate income taxes. He is not a pedestrian, but he must conform to regulations designed for their protection when applicable, and at the same time he must yield the right-of-way to people on foot.

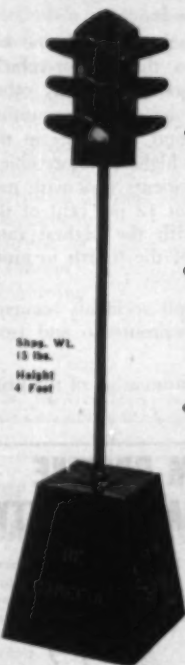
Although he is not a vehicle operator, he is expected to know and obey traffic laws the same as motorists. Besides that, in many cities, he has an individual set of regulations designed just for him. Generally speaking, he is *persona non grata*, with no rights—no prestige. A common sign in public parks reads "No Dogs or Bicycles Allowed," which relegates him to a niche shared with the canine.

Bike riders don't need a champion but they do need some consideration from the motoring public and from those public officials who could provide them with reasonably safe places in which to ride—bicycle paths for example. When we speak of bicyclists we are not talking about an insignificant minority. There are more than 18 million bicycles in the United States today with a whole lot more riders and potential riders than bicycles. We drivers must strive to protect the bicyclists from accidents because, after all, they are *our* children.

RICHARD O. BENNETT is traffic safety consultant for the National Association of Automotive Mutual Insurance companies.

Safety Education for April, 1952

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1st Health Need

from page 3

accidents on the school grounds, invariably two or more children are involved. Pushing, jostling and stepping into the paths of swings, teeters, slides and other equipment are responsible for more accidents, the report asserts, than is defective playground equipment.

Reporting of non-fatal home accidents, the report asserts, is so incomplete that no conclusive statements can be made.

Having accounted for school and home accidents, the report shows that motor-vehicle accidents were more frequent than any other classification among other accidents, accounting for 31 per cent of the total. Students in the upper four grades had the highest motor-vehicle accident rate. Bicycle accidents (not with motor vehicles) accounted for 12 per cent of the other public accidents with the highest rates occurring among pupils of the fourth to ninth grades.

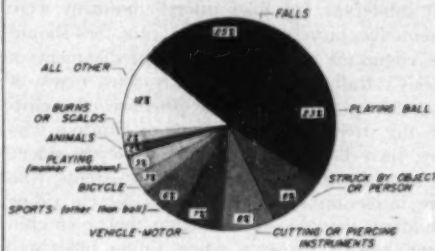
Six per cent of the pupil accidents occurred while the children were enroute to and from school.

The report includes a summation of the prin-

cipal causes of accidental deaths of persons in the 5-19 year age group for the previous 10 years.

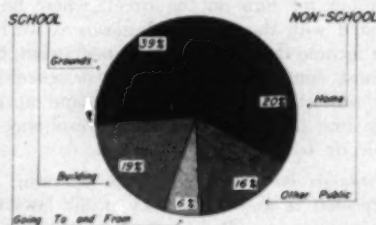
Motor-vehicle accidents were the most fre-

STUDENT ACCIDENTS BY MANNER OF INJURY
PERCENT DISTRIBUTION FOR 3-YEAR PERIOD, 1949-1951



quent cause accounting for 42 per cent of the total; second came drownings with 17 per cent; then burns and conflagrations, and accidents

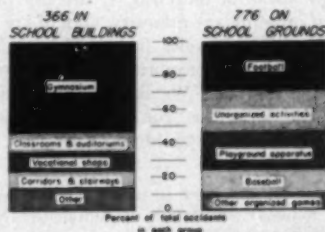
STUDENT ACCIDENTS, 1950-1951
PLACE OF OCCURRENCE



with firearms each accounting for 8 per cent of the total; falls accounted for 5 per cent; all other accidents, 20 per cent.

The report, signed by Thomas R. Hood, executive secretary of the Kansas State Board of Health, was sponsored by the Kansas State Safety Council.

STUDENT ACCIDENTS, 1950-1951
WHERE SCHOOL ACCIDENTS OCCUR



PLASTIC SAM BROWNE BELTS FOR GREATER SAFETY



Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.
Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs
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This Happened In One Month In Oklahoma

by DR. DeWITT HUNT

Accidents are no respectors of persons or of age. Some very prominent people die from accidental causes. In 1949 the total number of deaths in Oklahoma from all causes was 19,346 and from accidents during the same year, 1,476. Thus it may be said that in an average year: "Of all people who die, one in each thirteen died from an accident." The ages of the 44 who died from non-automobile accidents in July was as follows:

Age	
0-4.....	1
5-9.....	4
10-14.....	7
15-19.....	7
20-24.....	5
25-44.....	7
45-64.....	8
Over 65.....	5
Total.....	44

A 38-year-old worker was pouring gasoline when the flame of the hot water heater set the fumes afire. He was burned to death.

A 8-months-old infant drowned in the bath tub.

A 23-year-old railroad worker was crushed between two cars.

A 32-year-old oil field worker was struck by tongs on an oil field rig.

A 24-year-old woman was struck by lightning while on a picnic.

A 11-year-old boy fell into a river while playing with four other children, none of whom could swim.

A 71-year-old farmer was driving a tractor when it reared over backwards. He was killed when he struck the plow which was being pulled by the tractor.

A 17-year-old boy was swept from his pony in flood waters.

A 11-year-old girl was "riding" on a log with two sisters. None could swim and when the log overturned the mother saved the other two.

A 46-year-old man died from a fall which injured his head.

A 65-year-old man was fishing in a lake when he fell in.

A 91-year-old woman fell and broke her hip. She died from shock and complications.

A 54-year-old mechanic died when a tire rim struck him in the face.

These accidents are typical of the 44 which occurred in July and of the 800 to 1,000 non-automobile accident fatalities which occur in Oklahoma each year. A summary of the 44 fatalities follows:

Drownings	20
Falls	7
Tractors	4
Burned to death	3
Crushed by other objects	3
Electrocuted	2
Struck by objects	2
Gunshot	1
Lightning	1
Trains	1
Total.....	44

DR. DeWITT HUNT is Safety Chairman of Oklahoma Congress of Parents and Teachers.

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.



3 3/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

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SAFETY COUNCIL PATROL UNIVERSAL SAFETY

WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen \$5.00

Lots of 50 28c each

Lots of 25 30c each

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SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL."

Per dozen \$4.00

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Write for our Safety Patrol Circular

OUR RECORD 52 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. "Mountain Climbers": Catalog announces a climbing device in sizes ranging from tots to older children. Made of steel, the mountain climbers are designed with an inward slant to prevent falls. Game-time, Inc.
2. "Safety Voice": Illustrated leaflet depicts the use of a loud speaker unit for school buses by which the driver can control children inside as well as instruct those walking to and from the bus in traffic. Superior Coach Sales Co.
3. Floor Care: Literature on floor cleaning and maintenance includes a catalog of equipment featuring powders, waxes, sealers, and machinery for scrubbing, vacuum cleaning, waxing and polishing. Finnell Systems, Inc.
4. Hallway Bulletin Boards: Circular features Dav-Son cork-back bulletin boards with or without glass fronts. Gummed paper letters and figures for use on bulletin boards are described together with specifications of various size boards. A. C. Davenport & Son, Inc.
5. Teaching Traffic Safety: Brochure with illustrations describes a demonstration board designed for driver and safety classes. Magnetized model cars and traffic signs enable the instructor to utilize the board in a vertical position. Magno-Saf-T Board.
6. "Safe Exit": Information on an available film written for children and adults to promote interest in the necessity of adequate exit facilities and to train the audience in exit procedures during emergencies. Vonnegut Hardware Co.
7. Summertime Playground Equipment: Illustrated folder describes a complete line of equipment in sizes for children of all age groups. Featured are all-metal swings, teeters and merry-go-rounds constructed to withstand both weather and abuse. American Playground Device Co.

SAFETY EDUCATION

APRIL, 1952

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City.....

Civil Defense

from page 6

They have cooperated with the college staff.

They have made recommendations.

They have helped solve traffic problems by compromise and by test. There have been drills to test the plan and to locate possible errors.

They have prepared themselves for emergencies.

The group responsibilities in this unit have helped tremendously in making individuals sensitive to group tensions and pressures; in making the pupils aware of the need for compromise; in making them sensitive to the rights and needs of others; and in making them, individually, aware of the complexities of group living, thinking, and acting.

In short, the children have had opportunities through constructive activity to become increasingly moral, increasingly self-directive, and increasingly enlightened.

In an evaluation of the project, President Klotsche said: "It has been most gratifying to see the children in our elementary school evince a constructive approach to the problems of safety education. The college has profited by the advice which these young people have offered through the conferences they have had with me in my office and by communications that have been addressed to me from them."

"Are seventh graders safety conscious?" Dr. McLaughlin repeats. "My contacts with these youngsters have led me to believe that they are—even to a point beyond the awareness of the adults in the immediate school community."

Credit, of course, belongs to the youngsters themselves. They were helped in arriving at their solutions by Thomas Zuhlke, student teacher, and by Lyle Rhodes, student teacher who enrolled in a first aid class under the auspices of the Milwaukee Office of Civil Defense.

Athlete An Employee By Colorado Ruling

Ruling that a University of Denver football player is an "employee" of the university, a referee of the Colorado industrial commission has instructed the university and its insurance company to pay Ernest Nemeth, a player, \$11.87 a week in compensation for a partial disability Nemeth received during 1950 spring football practice. The benefits are retroactive to June, 1950.

Captain Raymond Harvey Medal of Honor



THE 17TH INFANTRY REGIMENT was attacking Hill 1232 near Taemi-Doug, Korea. Able and Baker Companies became split by a Red-held ridge. Charlie Company, Captain Harvey commanding, was moving up to fill the gap when the dug-in Red guns pinned it down. Calling for covering fire,



Captain Harvey advanced *alone* through a hail of enemy bullets. One by one, he personally wiped out four emplacements of machine guns and automatic weapons. Then he caught a bullet through the lung. But he stayed on, refusing evacuation, until sure the objective had been won.

"In Korea," says Captain Harvey, "we stopped aggression by *united* strength. You were helping—every time you bought a Defense Bond. Because your Defense Bonds were doing more than just helping keep you, and your family, and your country financially stable. They were backing us up in the field with *American production*



power, the surest support any fighting man can have!

"I hope you'll go on buying Bonds—many, many of them. For your Bonds—and our bayonets—are making America strong. And in today's cold-warring world, *peace is only for the strong.*"

★ ★ ★

Remember that when you're buying bonds for national defense, you're also building a personal reserve of cash savings. Remember, too, that if you don't save *regularly*, you generally don't save at all. So sign up today in the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy United States Defense Bonds now!

**Peace is for the strong...
Buy U S Defense Bonds now!**



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An illustration of a boy in a baseball uniform being hit in the head by a baseball bat. He is falling backwards, and another player is visible in the background. The scene is set in a room with a diamond-patterned ceiling.

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The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

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Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

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